R E P O R T R E S U M E S

ED 017 783 AC 001 332

A TRAINING MODEL FOR THE JOBLESS ADULT.

BY- ULRICH, BERNARD

PUB DATE JAN 66

EDRS PRICE MF-$0.25 HC-$0.72 16P.

DESCRIPTORS- #SYSTEMS DEVELOPMENT, #UNEMPLOYED, #MIDDLE AGED, #JOB TRAINING, ADULT CHARACTERISTICS, LOW ACHIEVERS, LOW MOTIVATION, ADULT BASIC EDUCATION, ADULT COUNSELING, RECRUITMENT, INTEGRATED CURRICULUM, JOB MARKET, JOB PLACEMENT, WORK STUDY PROGRAMS, DIAGNOSTIC TESTS, TEACHER EDUCATION, DISCRIMINATORY ATTITUDES (SOCIAL), MDTA,

THE TRAINING SYSTEMS DESIGN, AN INTERDISCIPLINARY APPROACH UTILIZING KNOWLEDGE OF BEHAVIORAL SCIENCES, NEW INSTRUCTIONAL TECHNOLOGY, AND SYSTEMS DESIGN, HAS BEEN APPLIED TO DEVELOP A MODEL FOR RE-EDUCATING AND TRAINING THE AGING UNEMPLOYED. RESEARCH INTO EXISTING MDTA DEMONSTRATION PROGRAMS BY THE COOPERATIVE EFFORTS OF MCGRAW-HILL AND THE DIVISION OF TECHNICAL AND VOCATIONAL EDUCATION OF THE UNITED STATES OFFICE OF EDUCATION REVEALED LOW EDUCATIONAL ACHIEVEMENT, SCARCITY OF LOCAL JOB OPPORTUNITIES, AND EXTREMELY LOW MOTIVATION AMONG THE UNEMPLOYED. A SYSTEMS MODEL WAS PRESENTED FOR TRAINING PROGRAMS--(1) DIAGNOSTIC SURVEY--AN ORIENTATION PHASE INVOLVING RECRUITMENT, TESTING AND REFERRAL, PREVOCATIONAL TRAINING, AND INPROGRAM COUNSELING, (2) JOB TRAINING--TRAINEE EVALUATION AND COUNSELING, REMEDIAL AND SPECIFIC VOCATIONAL TRAINING, AND EARLY JOB ASSIGNMENT, AND (3) PLACEMENT AND FOLLOW UP, CONTINUED FOR A ONE-YEAR PERIOD AND INCLUDING ADDITIONAL COUNSELING AND REFERRAL TO OTHER ADULT CLASSES OR JOB TRAINING. THE SYSTEM MIGHT INCLUDE FOUR SUBSYSTEMS--BASIC EDUCATION AND JOB TRAINING, COUNSELING, STAFF TRAINING, AND SUPPORTING SERVICES. (A FLOW DIAGRAM IS INCLUDED.) THIS PAPER WAS PRESENTED AT THE NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER, WASHINGTON, JANUARY 17-19, 1966. (PT)

ED017783

PROCEEDINGS

of

NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER

January 17-18-19, 1966
The Shoreham Hotel
Washington, D.C.

Sponsored by
Committee on Employment and Retirement
THE NATIONAL COUNCIL ON THE AGING
a non-profit corporation

in cooperation with
The United States Department of Labor
and
The United States Department of Health,
Education and Welfare

under a project
financed through
The Office of
Manpower Planning, Evaluation and Research (OMPER)
United States Department of Labor

AC 001 554

CONTENTS

	Page
Introduction	xiv
	xiv

OPENING SESSION
(January 17)

Opening Remarks:
CHARLES E. ODELL, Conference Chairman and Workshops Coordinator; Director, Older and Retired Workers Department, United Automobile Workers of America (AFL-CIO); chairman, ad hoc Advisory Committee, OMPER-NCOA Demonstration Project on Training and Placement of Older Workers — 1

Welcome:
GARSON MEYER, President, The National Council on the Aging — 4

Keynote Address:
DR. CURTIS ALLER, Director, Office of Manpower Planning, Evaluation and Research, United States Department of Labor — 8

Address:
BERNARD ULRICH, Project Supervisor, Systems Design Division, Basic Systems, Inc. (an educational subsidiary of the Xerox Company), "A Training Model for the Jobless Adult." — 15

Address:
DR. R. MEREDITH BELBIN, Consultant to the Organization for Economic Cooperation and Development, Paris, France; consultant to Research Unit Into Problems of Industrial Retraining, University College, London, England, "Training of Older Workers -- English and West European Experience." — 31

PANEL AND WORKSHOP SESSIONS

I.

"Community Action on Older Worker Training and Employment -- How to Get It and Maintain It."

MR. ULRICH (Project Supervisor for the Systems Design Division of Basic Systems Inc.): Thank you, Mr. Odell.

Every society has groups that are not satisfactorily reached by its educational institutions -- the mentally retarded, the gifted, the migrant worker, the immigrant, the adult illiterate, the school dropout, the displaced worker, the aging. These special groups have not been able to profit much from our society's main educational and training institutions. They have either been rejected by, or have themselves rejected our traditional educational system. The primary reason for this rejection often lies in the fact that it is these special groups which have most often experienced failure within our traditional system. It is unlikely, therefore, that they will ever experience success in counterparts of these same institutions.

We cannot depend, it seems, on our existing patterns of formal education and training to meet the needs of these special groups, because we know that conventional approaches to their training will not work. This is why we have established national training programs. And this is why the National Council on the Aging is today concerned with manpower training for one of these special groups -- the jobless aging.

Now if traditional education and training approaches will not work for these special groups such as the aging, then how do we approach the problem of helping them to prepare for satisfying personal, economic, and social roles in our modern society? Because the problems of the jobless aging are complex, the solution will have to be comprehensive. But do we have such a comprehensive solution? The answer is that we do have a solution and we are rapidly learning how to apply it. We call it the systems approach. We will consider the systems approach and its application to the problem complex of the aging unemployed. But first a bit of explanation.

4C 001 332

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

What essentially is the problem of these aging undereducated, unemployed Americans? First of all, they are unemployed for many reasons. Advancing technology has made their limited skills obsolete. Lack of marketable job skills or education does not permit them to compete successfully in the labor market with the better-educated. In an economy in which even low-skilled job opportunities are diminishing, they are cut off from the most promising skilled and semi-skilled jobs by the barriers of their own deficiencies. Prejudices against their age or race have further narrowed job opportunities for them. Employers understandably select only the better-educated workers to fill even those jobs with low skill requirements. Even training opportunities for this group of aging are limited, as some of our statistics have shown. Today, to be over 45 or to be undereducated is almost un-American in the opinion of our middle class society.

But only part of the problem lies in the economic and social factors that are beyond personal control. The total problem is much more far-reaching. It involves a complex of social, personal, educational, occupational, motivational, family and community factors. The weight of this problem complex has frequently destroyed any desire by special groups to develop themselves. They have become conditioned to failure, because they have so seldom experienced success. Because our existing institutions do not reach them, the solutions to their problems call for newer, bolder patterns and directions. The solutions will demand approaches that will meet their total needs in many ways: in adult education, in job skills training, in occupational counseling, in adult-oriented program materials, media, and techniques of instruction, in techniques of recruitment, in job placement, in follow-on training and education, in unprecedented coordination of the resources of government, education, industry and labor at all levels. These are the components of a systems approach designed to prepare undereducated, untrained, jobless adults for a personally satisfying role in our economy and our society. Moreover, if we think of training as a process, we must then realize that all of these system elements must interact one with the other, in a very dynamic way.

All of this must appear somewhat academic at this point, especially when we think about the specific training problems waiting for us at home. How do we bring the systems approach down to earth? If we try to do it from the behavioral scientist's point of view, we will become too deeply involved in theories of pre-task analysis, task analysis and behavioral analysis, program design and evaluation. So at the risk of disappointing the behavioral analysts, we will take a pragmatic approach by highlighting a study of programs for educationally deficient adults that was made recently. From this study, there emerged a model which, I believe, may have some practical applications in designing systems approaches to the training and education of the jobless aging.

The study I refer to was a survey made in 1964 of a number of MDTA and public school demonstration programs designed to reach persons whom we referred to at that time as educationally deficient adults.

This study was a cooperative effort between Mc Graw-Hill and the Division of Technical and Vocational Education of the United States Office of Education. Both organizations provided research staff. Our objectives were: 1) to study a number of representative education and training programs for undereducated adults 2) to design, if possible, a total plan or a model system for meeting the needs of those adults, based on our findings. In general, we succeeded in achieving both objectives. We went into the study thinking that we would concentrate on the purely education and training aspects of the demonstration programs. But we came out of the study with a vastly enlarged perspective of the comprehensive nature and the interrelatedness of the problems of undereducated, unskilled adults. In some ways, the research team went through what many program administrators either have experienced or will experience in designing and developing programs for these adults. It would be well worth while to review some of the team's findings and recommendations to see what light they may cast on the design of special adult programs.

We started out by defining what an educationally deficient person is. We identified him as an adult who has the potential mentality and the physical capabilities to become employable but is currently unemployed, underemployed or working at considerably less than his potential because his present mastery of fundamental literacy and social skills does not enable him to benefit from job training for occupations available in his locale. In other words, the programs we studied were intended for those persons for whom training opportunities were closed because they did not have the necessary literacy skills to enable them to profit from the usual job training. Without training, they could not qualify for existing jobs.

There weren't many programs at that time for these adults, but we studied the ones we found -- mostly demonstration programs. While each of the programs had distinctive elements which were not found in the others, none of them was really a complete system. It was only later, when the field work had been completed, that we were able to construct a model system including the best elements of all the programs we studied. Now let's turn to some of the most significant findings which came out of our study.

Education of the Trainees. We found quite a discrepancy between the years of school completed by the trainees and their actual educational achievement. For example, in one program in Washington, D. C., the average grade level completed by the trainees was 4.6 years but the average reading level was only grade 1.4. Again, in a retraining program for poor Negroes in Norfolk, "it was not uncommon to find large numbers of persons who perform at levels of achievement which are two and sometimes three grade levels beneath the grade completed in school."

It seems clear, therefore, that a sharp disparity exists between completed years of school and actual literacy level. This should not seem too surprising for adults who have been long out of school and have made little use in the intervening years of the limited literacy skills they had acquired in school. But it indicated to us that the basic education components of our model system and even the occupational training components should be organized on several -- perhaps three -- ability levels, with program materials and instructional methods adapted to each ability grouping.

Employability of the Trainees. Most program administrators rated the employability of the trainees as "low to average." At first we took that to mean that the trainees were mentally or physically incapable of getting and holding jobs. But we soon learned that what administrators meant by low employability did not refer to the trainees' native ability but rather to the lack or scarcity of local job opportunities.

Motivation and Attitudes of the Trainees. There was practically unanimous agreement among program directors that the initial motivation of undereducated adults was pitifully low. If there was any single dominant characteristic which all trainees seemed to have in common, it was this one of low initial motivation. It was in this characteristic that previous experiences with failure and the complex of social, educational, economic and emotional problems culminated to inhibit the ability of these adults to take the necessary steps to help themselves. Some administrators considered the motivation problem to be an even greater barrier to training and job placement than the lack of education and job skills.

This characteristically low level of motivation among disadvantaged adults manifested itself in a number of ways. In recruiting trainees among migrant workers in Arizona for one program, it was necessary to contact 900 families in order to enroll 75 adult trainees. In Norfolk, the Virginia State College mounted a massive preliminary campaign to retrain undereducated Negroes and found that they almost automatically rejected the chance for training. In Washington, D. C., a program director reported that "trainees in the MDTA Service and Maintenance Program came from a long background of failure involving crowded housing, lack of employment, and no money. In the early stages of the program, the biggest problem is developing confidence in the trainees that they do belong and that this program is for them."

It became clear to us that the problem of initial trainee motivation was not only one of the greatest problems to be overcome, but one that was possibly the least understood. We therefore included in our model system a strong recruitment, referral and pre-program counseling component.

Getting trainees into basic education and skills training programs was a problem, as we found. But holding them in the programs long enough to qualify them for employment was almost as tough a problem. All of the programs we surveyed offered excellent basic education and job training, but simply providing education and training for six hours a day did not nearly meet the total needs of the trainees. There were other purely human factors that had to be dealt with before the training could even begin or hope to continue. Program directors took some ingenious but necessary steps to eliminate as many roadblocks to training as they could. In Arizona, a house was set aside to care for the small children of the trainees. A clothing exchange was established for those who wished to exchange their worn clothing for better garments. Arrangements were made for correction of such impediments to learning as sight and hearing defects. They even provided toothbrushes, toothpaste, razors, and shower facilities, as well as outdoor recreation facilities. Great care was exercised by administrators to see that subsistence checks got to the trainees on time. In a Washington program, the training was deliberately scheduled in the high school, not the elementary school, because attending high school was a status symbol to the trainees.

It was found that the holding power of a program was better when the trainees were able to see themselves progressing toward a specific job and gainful employment. Consequently, the better programs used the job as the hub around which other elements of the program revolved. Few undereducated trainees, we found, could endure traditional, departmentalized approaches to reading and arithmetic. But when these literacy skills were taught in concert with the specific jobs for which they were training, the trainees could readily see the practical value of basic education as a job tool. In our model system, therefore, we recommended that the basic literacy skills include adult reading, writing, arithmetic, basic science, health and sanitation, and even job-related social skills -- all related as closely as possible to actual work environments. Always the path to a job and its attendant social status, economic benefits and personal satisfactions had to be kept clearly visible and achievable to the trainees in very concrete ways. The best way of doing that was to relate all program components to an available occupation.

Other Program Features. There were other major program components which appeared now and again in the programs surveyed and which found their way into the model system. Perhaps the most important of these was trainee counseling and guidance extending from beginning to end of the program, even including post-program counseling. The model incorporated a complete counseling subsystem, which you will see later.

Another feature was a pre-vocational program component in which a trainee, after recruitment, would pass through an initial get-ready period for a number of weeks. During this period, his aptitudes, interests and skills would be evaluated and he would also be given some familiarity with a number of skills related to a single job family. At the same time, deficiencies in his basic education would be worked on. Thus, the pre-occupational stage could prepare him to select and enter job training in a specific occupation with greater assurance that his interests and abilities would enable him to experience success.

Building the entire education and training program around the jobs for which the trainees were preparing was found to be an essential feature of successful programs for undereducated adults. These trainees needed jobs badly. Therefore, the demonstration programs couldn't afford to waste time on the unessentials. This is where some of the techniques of our new instructional technology can be used to best advantage, such as job and task analysis, establishing behavioral objectives, using small group, tutorial and team teaching methods and flexible scheduling -- all designed to train in the most efficient and most effective manner, and at the same time maintain trainee interest.

A SYSTEMS MODEL

We have so far done no more than touch upon some important characteristics of the trainees and to point out at random some of the key features of the kind of program which seems best adapted to their special needs. We can now attempt to integrate the various components of our model system. We can do this functionally by showing how an adult trainee might conceivably progress through

the system rather than describe the system in abstract. We will organize our system in these three phases as shown in Fig. 1, page 22.

I Diagnostic Survey Phase

II Job Training Phase

III Placement and Follow-up Phase

Phase I is an orientation phase which takes the trainee from the point of his recruitment and referral to training, through an evaluation of his interests, aptitudes, and skills, to his pre-vocational training in at least one broad job family. Throughout this phase, individualized counseling and a growing familiarity with the skills needed for successful job entry, along with needed literacy training, bring the trainee to the crucial point at which the next step in his development can be decided. This phase might be called a "get-ready" period for the trainee and includes the following elements:

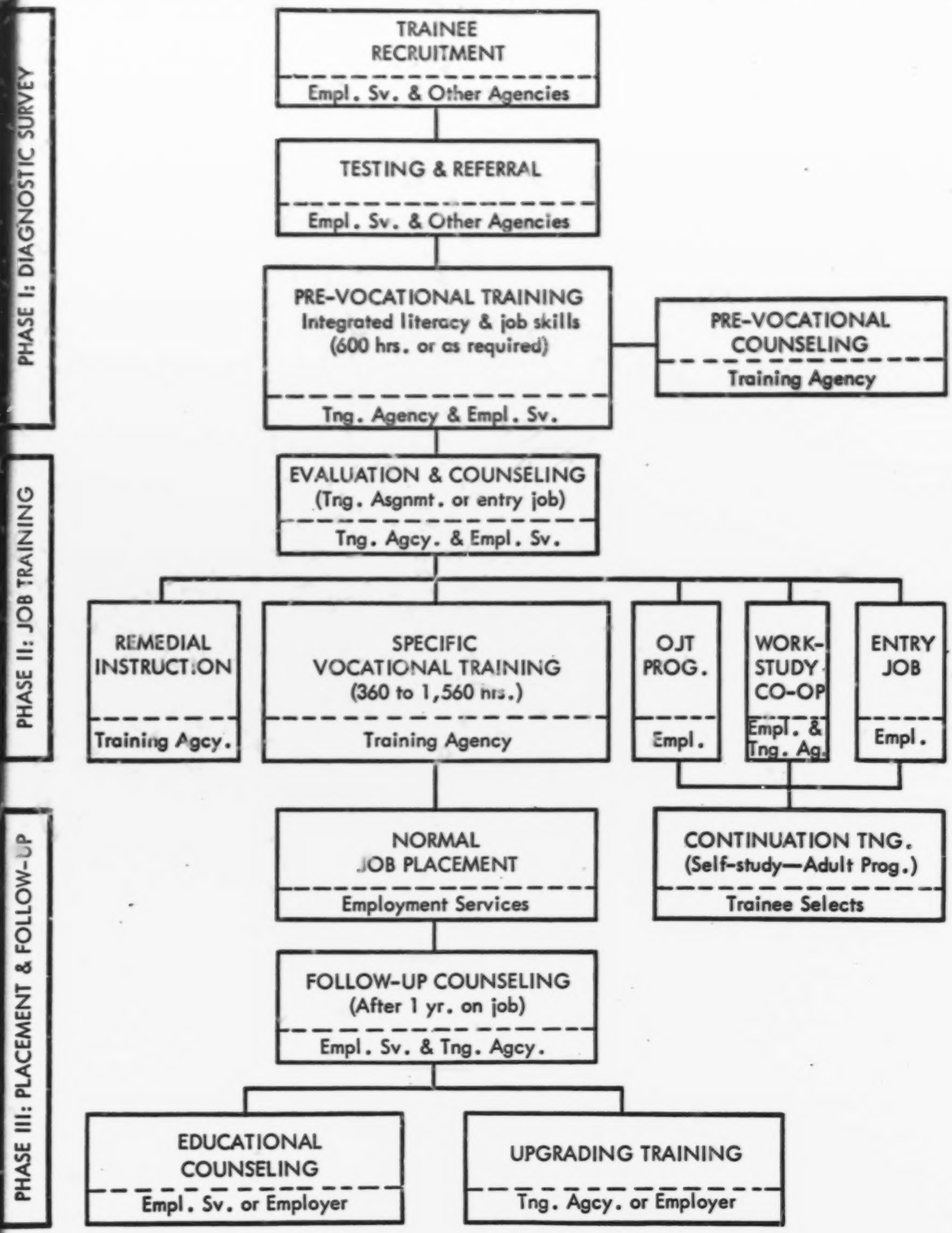
1. Recruitment of educationally deficient adult trainees is undertaken by the State employment services or other community agencies.

2. Testing and Referral to pre-vocational training is done by the State employment services and by the training agencies.

3. Pre-Vocational Training may cover as many weeks as required of integrated literacy and multi-occupational, family-of-job skills. (The diagram shows twenty 30-hour weeks (600 hours) for demonstration purposes.) Literacy skills include adult reading, writing, arithmetic, science, social training, and health and sanitation in an adult job-oriented context. Skill training involves an exploratory survey of a job family covering several important semi-skilled or skilled entry job areas for which trained personnel are needed in the near future. Job families (Industrial, Service, or others) may be selected to conform to area and trainee needs. To increase trainee interest and to set up realistic goals in early pre-vocational training, it seems practical to closely associate literacy skill training and job skill training in short, easily achieved units of instruction during this phase.

4. In-Program Counseling, both group and individual, is provided at all stages of pre-vocational training by full-time or part-time training agency counselors. This may include personal, educational, and pre-vocational counseling during Phase 1. The model suggests an actual integration of literacy skills and pre-occupational job skills.

g. 1: BASIC DESIGN OF TRAINING SYSTEM FOR EDUCATIONALLY DEFICIENT ADULTS



PHASE II. JOB TRAINING

This phase gets the trainee into specific job training for an occupation in which openings are available and in which he had demonstrated interest and aptitudes during the diagnostic Phase I.

1. Trainee Evaluation and Counseling for Assignment. Upon completion of pre-vocational training, the trainee is evaluated, counseled, and assigned, according to demonstrated ability, to remedial training, to specific vocational training, or to a part-time or full-time job.

2. Remedial Training. If the trainee, upon completion of the evaluation following pre-vocational training, needs remedial work in literacy skills or additional job orientation, or both, he is assigned to individual tutelage or other highly individualized instruction until he can meet the standards for entry into specific vocational training.

3. Specific Vocational Training. This type of training provides direct preparation for a specific job. By this time, the trainee has demonstrated his ability in the basic literacy skills, and his occupational aptitudes have been diagnosed. He is now ready to begin immediate preparation for a specific job. This period of job training may comprise 360 to 1,560 hours of training depending on the training period required for the specific occupation selected.

4. Early Job Assignment. If the trainee demonstrates unusual progress, he may, instead of completing the specific vocational training, receive early placement in a job-with-training situation -- an on-the-job program, a work-study, or a cooperative type of program in which he works on a job for a period and continues his training under either his employer or the training agency. On the other hand, the trainee may be found capable of taking a full-time job opening, in which case he moves directly into a job without the intermediate step of vocational training. In any event, his training is continued either through his employer, through self-study, or through adult programs locally available. Thus, many exit points to actual employment are provided throughout the system so that no trainee need be held back by the system itself.

PHASE III. PLACEMENT AND FOLLOW-UP

Normally, the trainee will complete the full cycle of pre-vocational and specific vocational training before entering an available occupation. Phase III. provides for job placement and continuous follow-up of the trainee even after such job placement. The assumption here is that the trainee will require additional guidance and counseling in making the transition from the training situation to the work situation.

1. Job Placement. The trainee is placed in an available semi-skilled or skilled entry job -- one in which he has successfully demonstrated aptitude and interest during the training period. This placement is handled by the Employment Service.

2. Continuation Training. The trainee's education does not end with the termination of his specific vocational training. At the time he is placed on a job, he is counseled concerning continuation training, perhaps directed to adult programs which prepare him for an elementary or high school equivalency certificate -- or to further job training.

3. Trainee Follow-up. This is made by the Employment Services for at least 1 year after the trainee's placement, to determine his effectiveness on the job. At regular periods, the Employment Service or the employer interviews the individual and offers any needed educational or job counseling. At those times also, the employer considers the possibility of further training to upgrade the individual's job skills to enable him to qualify for promotion.

Any proposed system for solving the problem complex of educationally deficient adults cannot be designed simply within one narrowly preconceived framework. For example, the varying needs of the foreign-born and the native born would seem to call for different solutions in handling problems of recruitment, motivation, counseling, instruction, and perhaps job placement. Even these two major groups may be composed of sub-groups which differ from each other enough to require different approaches to solving specific group problems.

The design of the basic system should provide flexibility in meeting the varying needs of different trainee groups. This perhaps can be accomplished by developing instructional modules[1] which, while they provide for group differentiation, are still compatible with the basic system, and provide for ready adapta-

---

(1) The word "module" is borrowed from the field of electronics. It is an assembly of wired electronic components performing a specific control function. Modules are prefabricated and can be quickly inserted or removed to alter a machine's operation, thus making unnecessary the time-consuming rewiring of whole circuits when machine failure occurs. An instructional "module," by analogy, is conceived as a complete instructional package containing all necessary trainee, instructor, and audiovisual materials for a short unit of instruction. If designed according to a basic pattern, these instructional modules can be used interchangeably in many programs to adapt them for special purposes or for specific trainee needs, without necessitating development of a complete new program whenever special needs must be met.

tion to varying needs. Thus, a word recognition "module" for the foreign-born may differ considerably from that for the native-born. Likewise, "building blocks" (2) of integrated literacy and job training may be needed in the pre-vocational stage to provide for flexible adaptation of instructional units to varying groups.

The basic training system design proposed here is comparable to a mechanical or electrical system consisting of several complex components or subsystems which perform different functinns but are all integrated and interact according to a single master plan.

Thus, the design of a total proposed training system for educationally deficient adults might embrace at least four subsystems: (1) an integrated basic education and job training subsystem, (2) a counseling subsystem, (3) a staff training subsystem, and (4) a supporting services subsystem. This system should be designed so that all subsystems directly support the basic system without unnecessary duplication or overlap. As proposed here, the system needs to be designed with the special and peculiarly adult needs of jobless, educationally deficient persons in mind.

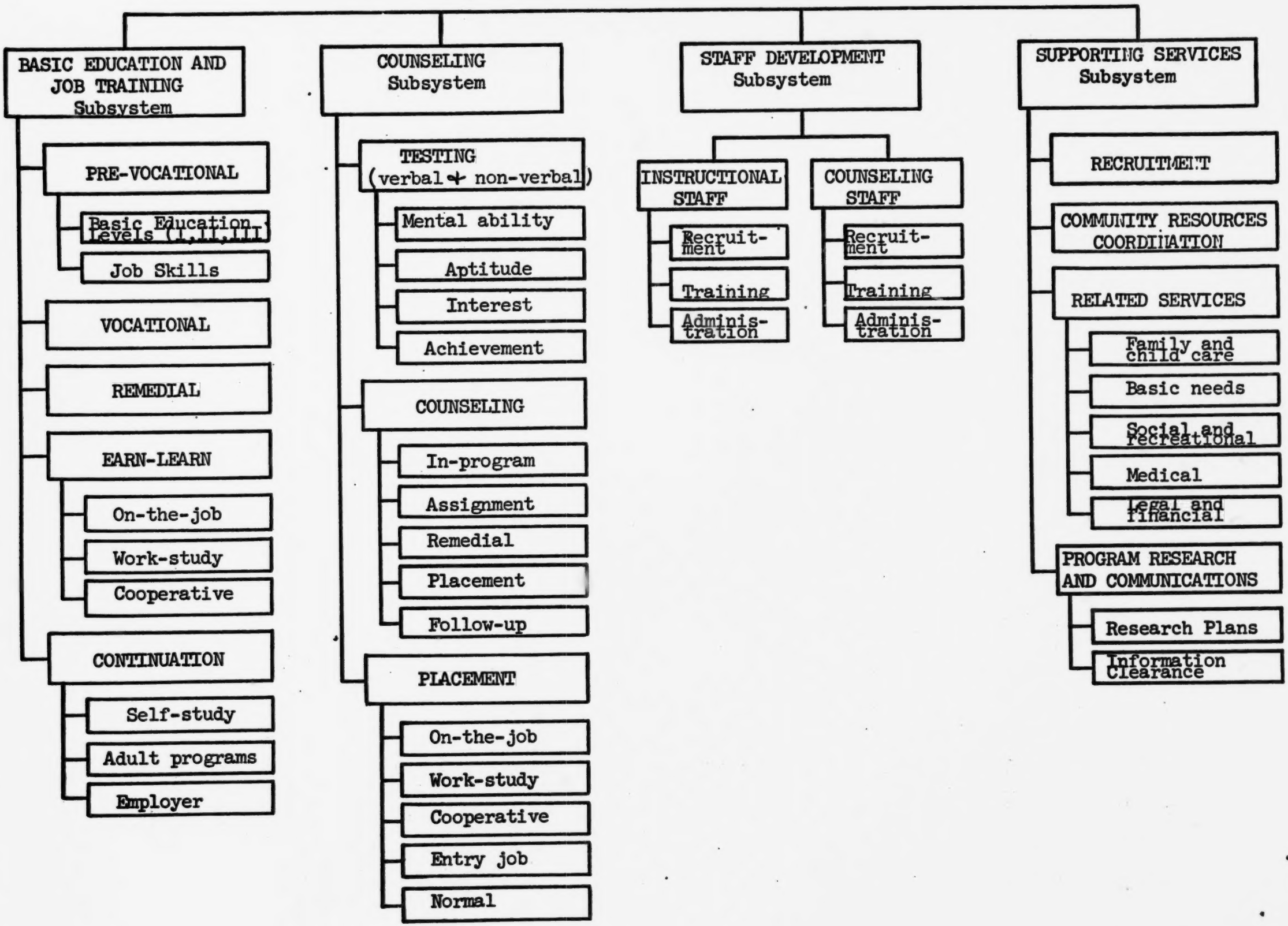
You will note that there is no single element within the entire system which is really new. Many of these elements can be found in some form or other in any number of adult programs. So the proposed system does not, in its components, represent a sharp break with current practices. In a sense, the systems model is eclectic as any system should be if it is to meet the specific needs of special groups and varying conditions. It is comprehensive, yet it preserves continuity with effective tradition.

There is one more aspect of the systems approach to be considered. We have seen, in the systems design, the cycles by which trainees move through the system and its supporting subsystems. But what about the actual development of the system? We can identify the major areas to be considered in developing the components of the system. Fig. 2 on page 26 shows a blueprint for developing the model system we have proposed. Since this diagram is a development plan, it does not purport to show the interaction of the various subsystems. The essential relatedness of all systems elements is more clearly shown in the flow diagram in Fig. 1, page 22, which shows how the various components affect the trainee.

---

(2) The term "building blocks" refers to the use of short "blocks" of instruction which are similar in their basic design but differ in their specific content. Individual blocks can be used flexibly to build or revise programs in somewhat the same way that uniformly designed building blocks are used to build various types of structures. Like the instructional module, building blocks of training materials provide economy and give flexibility to program development or adaptation to individual needs.

Fig. 2: DEVELOPMENT PLAN OF TRAINING SYSTEM FOR EDUCATIONALLY [illegible]



For purposes of development, it is necessary to break the system down into components which are then developed according to a master plan by the program administrators. There are four subsystems: Education and Training; Counseling; Staff Development; Supporting Services.

SUBSYSTEM I: BASIC EDUCATION AND JOB TRAINING

Elements to be considered in the development of the basic education and occupational training components of the system are:

1. Pre-Vocational Training, which includes both basic education and an introduction of the trainee to at least one job cluster. Preferably both basic education and job cluster orientation should be closely integrated through curriculum guides for greater trainee interest. This training may have to be offered on two or three ability levels. It must be organized in an adult context.

2. Vocational Training provides the training for specific, available occupations. Special attention needs to be given to methods which will accelerate the learning processes by reducing the training, through analysis of tasks, to essentials and by developing clearcut behavioral objectives to give the training positive direction toward achievable goals.

3. Remedial Training, in both literacy skills and job skills will need to be handled very flexibly and on an individual or small group basis. Some remedial training will probably be needed by almost all trainees throughout their period of training.

4. Earn-Learn Components are also developed as parts of the system. There are combined job-and-study programs which provide early opportunities for the trainees to get job experience, earn additional income, and still continue his training. Business, government, and industry employers will play a vital role in earn-learn programs.

5. Continuation Training elements should be developed to guide trainees after initial education and training to self-study programs, adult programs, equivalency programs, employer-sponsored programs and to mass training and educational media such as educational television. Thus learning and development can continue beyond the initial training period.

SUBSYSTEM II: COUNSELING

The Counseling Subsystem is regarded as consisting of three elements: testing, counseling, and placement.

1. Testing programs will provide indices to the trainees' mental ability, educational achievement, aptitudes and interests. There is a serious dearth of test instruments for educationally deficient adults and a considerable amount of informal evaluation of individuals will be necessary until useable

instruments are developed. In addition, supporting counseling materials such as trainee cumulative records, counseling summaries and report forms as well as guidance files will be needed for effective recording of counseling actions.

1. Counseling of the trainees, as conceived within the systems model is a multi-phased, highly personalized process which for the most part,cannot be standardized. Counseling actions figure prominently in all phases of the functional system and involve personal, occupational, job placement and post-placement counseling.

2. Placement of trainees in a suitable occupation is the ultimate goal of the system. Inclusion of those methods and techniques found most successful in post-training placement of undereducated adults is vital to the success of the system.

SUBSYSTEM III: STAFF DEVELOPMENT

No large-scale training system would be complete without adequate provision for the training of instructional, counseling and administrative staff. Ideally, both pre-service and in-service staff training should be planned, organized and carried out systematically.

SUBSYSTEM IV: SUPPORTING SERVICES

The supporting services subsystem provides essential support and liaison for the other three subsystems. So important are these supporting services that without them, the overall training system could not function. The other three subsystems are concerned primarily with education and training. This one touches the critically human elements and needs which should be planned into the system. Involved are four main elements: recruitment, community resources coordination, personal and social services and program research. These will vary considerably from program to program depending on trainee needs.

1. Recruitment has already been identified as a stubborn problem among undereducated adults. Intense effort will be required here.

2. Community Resources Coordination calls for cooperative effort of government, industry, labor, education, religious bodies and public organizations. Organizing the available resources of these various groups on a community basis, and getting their involvement, action, and support is the key to a successful, systematic approach to the recruitment, training, and job placement of educationally deficient adults.

3. Program Research and Communications. This systems activity will involve creation of plans for research and continuing improvement and refinement of all elements included in the four subsystems. It should likewise include provisions for receiving and transmitting information about basic adult education and job training materials and media, adult counseling, staff procurement and development, and other supporting services essential to the success of programs.

4. Related Services. We've discussed some of the related services included in the special adult programs we studied. It is important to bear in mind that if our programs are to meet the total needs of the trainees, we must consider program components that frequently go beyond the education and training components. These are physical and emotional handicaps, social, medical, legal and financial roadblocks that stand in the way of the trainees' success. If we recognize these obstacles and make provisions for them in our programs, both we and our trainees will be more successful in solving the problem complex of educationally deficient adults.

We have seen that the problems of the jobless aging are complex. Total approaches to their training and education therefore must embrace the related economic, social and personal problems of the trainees. Traditional training approaches have been found wanting in satisfactory solutions to the problem complex of special adult groups. Interdisciplinary approaches involving our knowledge of the behavioral sciences, of our new instructional technologies, and of systems design seem to offer more promising approaches for special-group programs under Federal, State and community sponsorship. Such approaches are now within the state of the art of our instructional technology. While still imperfect and somewhat crude, systems approaches to the development of adults are the direct application of behavioral research to the solutions of our adult education and training problems.

If the ideas offered here appear to evade the more esoteric aspects of training system design, it is because these matters are perhaps more appropriate to in-depth treatment through seminars and small-group workshops conducted by specialists. The intent here has been deliberately pragmatic, because the problems of special groups are immediate and urgent.

To be useful, a training systems design for aging adults, or for any other special group, must be understandable and workably practical. For this reason, the systems model proposed here has been designed through the use of previously well-known and well-tried components. Only the process of interaction among these components blends them into a system which may draw the training program closer to meeting the real needs of a special group.

Training systems, after all, are for the benefit of the trainees. Our new instructional technology takes the point of view that if a trainee is not successful in a training system, it is the fault of the system, not of the trainee. We training administrators would do well to keep that in mind.

Thank you.

(Applause.)

MR. ODELL: Thank you.

ERIC Clearinghouse
MAY 3 1968
on Adult Education

I think you all deserve for your undivided attention and obvious alertness this morning an opportunity now to break and sharpen up your befogged brains for a minute. But before we break I would just like to relate the first two speakers' remarks on one basic point.

You recall Curt Aller suggested that the real challenge of what we are talking about is: Are we now ready to make the political decisions necessary to provide the wherewithal and the commitment, in terms of both legislation and appropriation to do the job.

I would suggest that there is a further point as we look at Mr. Ulrich's systems analysis, and that is: Having done that, are we also in a position to convince the practitioners of the art that it's worth the effort?

I think this is an area in which this conference needs to concentrate a good bit of its attention. I think it is clear that we have the know-how but lack the wherewithal to do a better job. I think it is clear we are on the verge of getting the wherewithal to do it. The question is now: Are we going to leap to the conclusion that there are shortcuts to doing the job as Mr. Ulrich has laid it out and as we found in some of our community projects for retraining the older worker -- the tendency on the part of the practitioners to run quickly to the end-product of placement without having done the necessary preliminary work involved in the systems to prepare the people for the jobs that they might be qualified to do if they were properly counseled, tested, recruited, pre-vocationally trained, placed and followed up?

I think this is where so much of what we are trying to do really needs to be reexamined.

Are we prepared on an administrative level, even if we have the wherewithal to do it, to fulfill the commitment that is involved in doing the exhausting, the challenging and sometimes the very meticulous and painstaking job involved in bringing about a fundamental change in the capacities, the motivations, the abilities of the people that we are trying to reach in this kind of a program?

That's something to chew on or sip on at the coffee break. But I think it is a fundamental consideration in this conference.

Now we will break for ten minutes. If you can be back here at quarter after eleven or thereabouts, we will be very pleased.

Thank you.

(Whereupon, a recess was taken.)

MR. ODELL: Our next speaker comes to us with a wealth of background and experience in a situation of labor shortages which have more or less characterized the economies of a number of the Western European countries for some time. I would suspect that at least a portion of his commitment to the problems of training and utilization of older people is related to that fact.